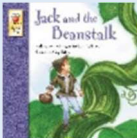


Reception

Yearly Overview

Overarching Principles	We believe strongly in the importance of putting children at the centre of our practice. The four principles of effective practice, outlined in the Statutory Framework for the early years foundation stage (2021) and presented in Birth to 5 Matters (2021), guides how we support children in their learning and development during the foundation stage at Sir Edmund Hillary LEAD Academy. We each of these elements as essential components to effective teaching and learning. The diagram illustrates the four principles of effective practice as a sequence of four colored hexagons connected by plus signs, leading to an equals sign and the final outcome. Each hexagon has a title and a brief description below it, with a reference to the EYFS Statutory Framework. A Unique Child (Teal): Every child is a unique child, who is constantly learning and who can be resilient, capable, confident and self-assured. <i>EYFS Statutory Framework</i> Positive Relationships (Purple): Children learn to be strong and independent through positive relationships. <i>EYFS Statutory Framework</i> Enabling Environments (Green): Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. <i>EYFS Statutory Framework</i> Learning and Development (Orange): (Recognise the) importance of learning and development. Children develop and learn at different rates. <i>EYFS Statutory Framework</i>
Characteristics of effective learning	Our curriculum, teaching and provision are carefully designed to reflect the Characteristics of Effective Learning (<i>Birth to 5 Matters</i>, 2021), which describe the behaviours children use in order to learn: Playing and Exploring (Engagement) • Finding out and exploring • Playing with what they know • Being willing to 'have a go' Active Learning (Motivation) • Being involved and concentrating • Continuing to try when challenges arise • Enjoying achieving what they set out to do Creating and Thinking Critically (Thinking) • Having their own ideas • Making links between experiences and learning • Working with and developing ideas Our teaching and provision aim to stimulate curiosity, foster enthusiasm and make learning meaningful for every child. In the Foundation Stage, play is at the heart of learning, as we recognise its powerful role in supporting development across all areas of the curriculum. Through play, children explore their interests, develop their understanding of themselves and others, and make sense of the world around them. Through rich, engaging experiences, children are encouraged to become confident, independent and motivated learners.

	Autumn Term		Spring Term		Summer Term	
General Themes and Key content	All About Me Exploring emotions Starting school My friends My family My face and body My Home		Animals & World Habitats Animals Babies Animal lifecycles What do Animals eat? Under the Sea		Changing Over Time How have objects changed? Past and Present How do I draw a map? How has technology changed? Year 1	
Inquiry Question	Who am I?		Why is my World so Amazing?		How Do I Change Over Time?	
High Quality Texts	 Owl Babies Goldilocks and the Three Bears	 The Birthday Invitation	 Farmer Duck Snore	 Walking Through the Jungle	 Little Red Hen Oliver's Vegetables	 What the Ladybird Heard Bugs! Non-fiction
Core Songs and Rhymes	<u>Counting songs</u> 5 Little Ducks 5 Naughty Monkeys 5 Little Speckled Frogs Nursery Rhymes If you're happy and you know it.	<u>Counting songs</u> 5 Little Aliens 5 sizzling sausages Nativity performance songs Christmas songs	<u>Counting songs</u> Ten green bottles Ten little monkeys Zero Zero Superhero Rhyming Songs	<u>Counting songs</u> 5 Little Monkeys Old McDonald Down in the jungle	<u>Counting songs</u> Flower, stem, leaves and roots Incy Wincy Spider Wiggly worm	<u>Counting songs</u> 5 Little Firefighters Miss Polly had a dolly
Enrichment Opportunities	First day of school	Church Visit The Nativity		Yorkshire Wildlife Park	South Yorkshire Transport Museum	Transition day Year 1 Sports Day Jungle Jo

Communication and Language						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Who am I?		Why is my World so Amazing?		How do I change over time?	
Summary Goals Listening, Attention and Understanding Speaking	I know how to interact using verbal communication. I know to make eye contact with the person I am speaking to. I know how to use sentences that are well formed orally. I know how to use new vocabulary throughout the school day.	I know how to take turns when speaking to an adult. I understand the expectations of listening carefully. I know how to retell stories when I am playing with my friends. I know how to use new vocabulary in my play and communication throughout the day.	I understand and use a broader vocabulary (topic specific vocab – see MTP) I know how to take turns throughout longer conversations.	I know how to initiate interaction. I know how and when to ask appropriate questions. I know how to pronounce my phonemes correctly. I know what past tense is. I know what present tense is. I know how to use these correctly when speaking.	I know how to express an opinion. I know how to make a simple prediction based on a story I have heard. I know that we can talk in different ways for different purposes.	Early Learning Goal

Personal, Social and Emotional Development						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Who am I?		Why is my World so Amazing?		How do I change over time?	
Summary Goals	I know how resources can help me in my learning.	I know how to share and respect the property of others.	I know how to solve simple problems when working with my friends.	I know other people may have different feelings than myself.	I know how to empathize with others.	Early Learning Goal
Self Regulation						
Managing Self	I know what the behaviour expectations are.	I know how to express my own emotions and recognise how others are feeling.	I know how to adapt to changes in my routine.	I know what I can do well and where I may need extra support.	I know what it means to be resilient.	
Making Relationships	I know what friendly behaviour is.	I know how to wait my turn.	I understand classroom expectations.	I know how to share, take turns and respond positively to other children.		
	I know how to be part of a group and join in with conversations.	I know how to follow daily routines.	I know how to seek help when needed.	I know how to help others solve their problems.		
		I know how to make healthy choices regarding food, sleep, hygiene and exercise.				

Physical Development						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Who am I?		Why is my World so Amazing?		How do I change over time?	
Summary Goals	I know my body can move in different ways.	I know what personal space is.	I know how to control my body in order to produce different ways of moving.	I know how to use some equipment for balancing, throwing and catching.	I know how to combine movements to create a simple sequence.	Early Learning Goal
Gross Motor	I know how to control some parts of my body.	I know how to practice skills safely and accurately.	I know how to add detail to my drawings.	I know how to show increasing control using a range of tools to create more complex shapes, objects and writing.	I know how to use both sides of my body to support lateral movements.	
Fine Motor	I know different ways in which my body can move.	I know how to clap or stamp in time to music	I know how to write my letters correctly.	I know how to paint, draw and use tools on vertical surfaces, in both small and large movements.	I know how to throw a ball with increased accuracy at a target.	
	I know how to copy simple dance moves and gestures.	I know how to use a wider range of equipment and mark making tools to make more refined shapes, marks, models and construction.			I know how to move my body with increased independence.	
	I know how to make marks with a variety of mark making tools.					
	I know marks should have meaning.					

Literacy						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Who am I?		Why is my World so Amazing?		How do I change over time?	
Summary Goals	I know how to hold a story book and turn the pages from front to back.	I know how to link phonemes to every letter of the alphabet and I am beginning to blend them in words.	I know how to read CVC words and captions.	I know what good reading habits are.	I know how to respond to more complex questions about books and stories.	Early Learning Goal
Comprehension	I know how to talk about characters I like from a story I have heard.	I know how to respond to a range of questions based on a story I have read.	I know how to consider how characters in familiar stories are feeling.	I know what long vowels are.	I know how to read words and sentences in Little Wandle Summer 1.	
Word Reading	I know how to orally segment words.	I know what a fiction book is.	I know what a sentence is.	I know what a digraph and trigraph is.	I know how to write recognisable letters and words and read back what I have written.	
Writing	I know how to recognise and read some letters from Little Wandle Autumn 1 sounds.	I know what an author is. I know how to create marks and give them meaning. I know how to use my phonics knowledge to begin to write CVC words.		I know what a non-fiction book is. I know what a poem is. I know how to write a short sentence with a full stop and capital letter.		

Maths						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Who am I?		Why is my World so Amazing?		How do I change over time?	
Summary Goals Number Numerical Patterns Shape Space and Measure	I know how to count to 5. I know how to count in one to one correspondence. I know how to subitise numbers to 5. I know how to represent numbers in different ways. I know how to select the correct numerals for the number. I understand the mathematical language. more, less, bigger, smaller. I know some names and properties of 2D shapes.	I know how to count up to 10 objects by touching each one as I count. I know how to count the total number of objects in 2 groups. I understand one more and one less. I know how to select the correct numeral from 1-10. I know the remaining 2D shapes and their properties. I know and use some prepositions correctly.	I can subitise to five and count on without starting at 1. I am able to use a ten frame and a part-whole model with numbers up to 10. I know how to count to 10 and use a variety of representations. I can identify one more/ one less up to 10. I know counting on gives a bigger number and counting back gives a smaller number.	I know how to use ten frames and talk about the arrangements. I am beginning to estimate. I know how to estimate how many objects I can see and check them by counting. I know how to verbally count to 20 aloud. I know how to recall some number bonds to 10. I know how to use the language more, fewer, less when talking about numbers and quantities up to 10. I know some things are heavy and some are light. I know how to copy and continue a pattern.	I know how to order, identify, subitise, combine and manipulate numbers to 10. I know 1 more/ less than. I can recognise mathematical features of some shapes (sides, corners, curved/straightedges). I know how to explore problems including shape (composing and decomposing shapes, shapes are made up of other shapes) I know how to compare weight, length and capacity.	Early Learning Goal I know how to order the days of the week and can recall them.

Understanding the World						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Who am I?		Why is my World so Amazing?		How do I change over time?	
Summary Goals Past and Present People, Culture and Communities The Natural World	I know how to talk about my own families and the people around me. I know how to describe features around me (classroom/school, home, playground) I know the people in my school and what roles they play. I know about the about past events in my life (nursery, at home with parents, now in school).	I understand the passage of time and the significant events in my own timeline (birthdays, nursery and starting school) I know some features of a different environment and what makes it different. I understand changes like the weather (raining, frost/icy, sunny, cloudy, windy, seasonal changes- leaves falling) I know that we celebrate a number of different occasions including Christmas, Diwali, Bonfire Night.	I know how I have changed since I was a baby. I know how objects in my house have changed over time, such as how we listen to music and how we communicate with our friends and family. I know that some people have different beliefs and can talk about special celebrations and traditions. I know what a map is and how to use it. I know what a globe is and that it represents the world.	I know about events of personal significance and I can order and sequence pictorial representations of my daily routine or tasks I understand 'similarity.' I know how to identify and discuss differences between environments, comparing them to my own. I understand the key features of the life cycles of a plant and an animal. I know that there are different countries within the world and discuss the difference between life in these countries comparing it to my own. I know how to compare my own environment/local area with another environment e.g. seaside	I know the people who can help us in society, including people from the past. I know some historical events were before my time, before my parents time and before my grandparents time. I know how to ask why questions. I understand how the weather is linked to seasonal change. I know a range of different plants and animals.	Early Learning Goal

Expressive Arts and Design						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Who am I?		Why is my World so Amazing?		How do I change over time?	
Summary Goals Being Imaginative and Expressive Creating with Materials	I understand colour (naming colours), shape and space. I know how to draw a person with head, arms, legs and facial features. I know how to self-select resources to make a structure. I know how to manipulate materials to create a desired effect I know how to sing familiar songs	I know how to select colours for a purpose and mix the appropriately. I know how to manipulate clay for a particular purpose. I know my body can make sounds and music. I know how to use everyday objects and musical instruments to create different sounds. I know how to perform a familiar song	I know how to create new shades of colour. I know different techniques e.g. collage, print, paint, to create art. I know how to use role play with greater sophistication. I know how to make my music more melodic and meaningful. I know how to discuss music, what it sounds like and what it makes me think of.	I know how to select appropriate materials for the task set. I know how to join different materials in different ways and show increased ability to problem solve. I know how to improve and refine my ideas.	I know how to adapt well known stories into my role play with others. I know how to plan and create scenarios in collaboration with others where they have different roles. I know how to use scissors and one handed tools to create art safely and accurately.	Early Learning Goal